

STEWART HEIGHTS ELEMENTARY

1001 West Calhoun Street
Dillon, South Carolina 29536

GRADES PK-3 Elementary School

ENROLLMENT 409 Students

PRINCIPAL Jayne C. Lee 843-774-1219

SUPERINTENDENT D. Ray Rogers 843-774-1200

BOARD CHAIR Fitzgerald Lytch 843-774-5454

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	12	54	49	3

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Good	Excellent	N/A
2003	Good	Average	Yes
2004	Good	Below Average	Yes

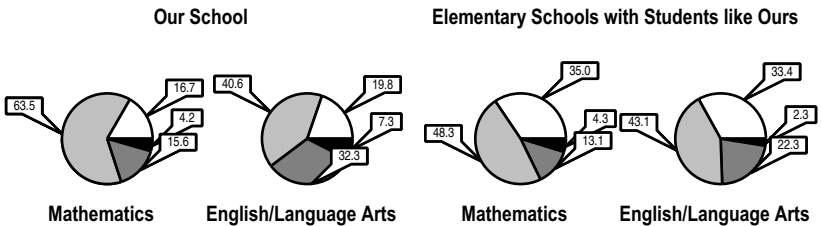
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

2.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	104	99.0	19.4	39.8	31.6	9.2	46.9	Yes	Yes
Gender									
Male	48	97.9	21.7	47.8	23.9	6.5	41.3		
Female	56	100.0	17.3	32.7	38.5	11.5	51.9		
Racial/Ethnic Group									
White	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	92	98.9	19.3	43.2	29.5	8.0	44.3	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	90	98.9	14.3	41.7	36.9	7.1	51.2		
Disabled	14	100.0	50.0	28.6	0.0	21.4	21.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	104	99.0	19.4	39.8	31.6	9.2	46.9		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	103	99.0	19.6	40.2	30.9	9.3	46.4		
Socio-Economic Status									
Subsidized meals	97	99.0	18.7	41.8	33.0	6.6	46.2	Yes	Yes
Full-pay meals	7	I/S	I/S	I/S	I/S	I/S	I/S		

Mathematics - State Performance Objective = 15.5%									
All Students	104	99.0	16.3	62.2	15.3	6.1	35.7	Yes	Yes
Gender									
Male	48	97.9	21.7	63.0	10.9	4.3	30.4		
Female	56	100.0	11.5	61.5	19.2	7.7	40.4		
Racial/Ethnic Group									
White	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	92	98.9	17.0	63.6	13.6	5.7	34.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	90	98.9	11.9	66.7	17.9	3.6	38.1		
Disabled	14	100.0	42.9	35.7	0.0	21.4	21.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	104	99.0	16.3	62.2	15.3	6.1	35.7		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	103	99.0	16.5	62.9	14.4	6.2	35.1		
Socio-Economic Status									
Subsidized meals	97	99.0	16.5	64.8	14.3	4.4	34.1	Yes	Yes
Full-pay meals	7	I/S	I/S	I/S	I/S	I/S	I/S		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	100	99.0	28.7	37.9	27.6	5.7	33.3
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	104	99.0	20.8	41.6	30.7	6.9	37.6
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	100	100.0	19.5	47.1	18.4	14.9	33.3
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	104	99.0	17.8	63.4	14.9	4.0	18.8
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 409)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	3.1%	Down from 6.0%	3.5%	2.7%
Attendance rate	96.4%	Up from 95.4%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.9%		6.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	2.9%		5.8%	3.5%
Eligible for gifted and talented	7.5%	Up from 6.8%	5.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.5%	Down from 7.3%	8.0%	8.2%
Older than usual for grade	0.5%	Down from 1.0%	2.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 25)				
Teachers with advanced degrees	48.0%	Down from 50.0%	48.4%	51.4%
Continuing contract teachers	88.0%	Up from 84.6%	80.0%	87.5%
Highly qualified teachers**	100.0%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	4.3%		3.6%	0.0%
Teachers returning from previous year	91.2%	Down from 91.5%	82.3%	86.7%
Teacher attendance rate	94.1%	Down from 94.9%	94.7%	94.9%
Average teacher salary	\$38,191	Up 1.6%	\$39,379	\$40,760
Prof. development days/teacher	13.8 days	Up from 12.5 days	13.4 days	12.4 days

School				
Principal's years at school	19.0	Up from 18.0	4.0	4.0
Student-teacher ratio in core subjects	21.2 to 1	Up from 19.0 to 1	17.0 to 1	18.9 to 1
Prime instructional time	88.8%	Down from 89.1%	88.9%	90.0%
Dollars spent per pupil*	\$4,651	Down 9.1%	\$7,027	\$6,044
Percent of expenditures for teacher salaries*	75.2%	Up from 66.5%	63.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.1%	Up from 98.1%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	98.1%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Stewart Heights Elementary School serves approximately 400 students in grades kindergarten through third grade. The school is a Title I Schoolwide Project site due to the high number of students on free and reduced lunch status. Ninety-two to ninety-six percent of the students fall into this category each year. The student population averages 80% African-American, 15% White, and 5% American Indian/Hispanic.

The South Carolina Curriculum Standards are used as the basis for all instructional activities. Teachers meet weekly to plan standards-based lessons to help prepare the students for the next grade level and for the Palmetto Achievement Challenge Test (PACT) that is administered to all third grade students in May of each school year.

During the 2003-2004 school year, parents were invited to visit the school to attend Parent Day conferences, APS conferences, P.T.O. Open Houses, literary programs, PACT Parent Nights, American Education Week activities and academic conferences. Home/school relations were enhanced by way of school and classroom newsletters, teacher calls/notes, classroom web pages, and home visits. Students were recognized weekly for positive character traits. Students received treats and recognition on the school's television production. Monthly service projects were also initiated to instill community pride and promote compassion for others.

English Language Arts, math, science, and social studies served as the core curriculum in all classrooms. Supplies and materials were purchased with federal and state funds to support these subject areas. Business partners took an active role in support of the school and its programs. Service time was logged in and monetary donations were given to reward student achievement. The school won the Palmetto Silver Award for its efforts in meeting the state's goal for achievement. The school also met Adequate Yearly Progress (AYP) as prescribed by federal No Child Left Behind (NCLB) legislation. In January, the school was notified that its Reading First Grant had been awarded. The school will receive approximately one million dollars over a three year period to purchase reading materials and provide scientifically based literacy training for all faculty and staff members. All efforts will continue to be exhausted in the school's quest to have all students reading on grade level by the end of grade three.

Jayne C. Lee
Principal

Robin B. Floyd
SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	27	94	63
Percent satisfied with learning environment	85.2%	97.8%	90.0%
Percent satisfied with social and physical environment	85.2%	87.2%	87.1%
Percent satisfied with home-school relations	63.0%	100.0%	82.0%

*Only students at the highest elementary school grade level at this school and their parents were included.